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ABSTRACT

California State Standard 5.8 is delineated in the following way: "Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems." Students answer six questions aimed at illuminating the standard's topic. It discusses the significance of the topic; presentation and activities ("Beginning the Topic"; "Developing the Topic"; "Culminating the Topic"); provides nine focus questions and a sample vocabulary; suggests extended and correlated activities and a 24-item resource list; offers a resource list for other topics; and visual and performing arts resources. Appended are U.S. President Thomas Jefferson's instructions to Meriwether Lewis. Suggests 10 class periods for lesson implementation. (BT)

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CALIFORNIA History-Social Science
Course Models

The New Nation's Westward Expansion

Grade 5 Model Lesson for Standard 5.8

Edited by Dr. Michelle Zachlod

SO 034 339

2001

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The New Nation's Westward Expansion

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Unit VIII

The New Nation's Westward Expansion

Dr. Michelle G. Zachlod, editor, under the auspices of the California Department of Education.

5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems, in terms of:

1. the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. the states and territories that existed in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis and Clark, Zebulon Pike, John Fremont).
4. experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. how and when California, Texas, Oregon and other western lands became part of the U. S., including the significance of the Texas War for Independence and the Mexican-American War.

Sample topic addressing elements of Standard 8:
Exploring the Western Reaches of Newly Acquired Territory, 1789-1850

Suggested time:
10 class periods

Significance of the Topic

The first sixty years in the new nation was a time of great change, a time of exciting heroes and legends, and a time of extreme sorrow for the American Indian people. This was also a period of immense population growth and westward expansion. Settlers traveled by wagon and boat into the Ohio and Mississippi Valleys and into the South. A large number of immigrants from northern and western Europe swelled the growing population of the new nation between 1789 and 1850. Some immigrants remained on the east coast in established cities and rural areas. Others headed for the newly acquired territories and less settled areas. American Indians, in many cases, resisted the encroachment of these settlers. Indian wars in the Old Northwest territories, along the Canadian border, and in the Southeast, especially in the newly acquired Spanish territory of Florida, ultimately led to their expulsion and the opening of new lands to settlement. In the Southeast, the

Cherokee and Choctaw wee among the Indians forcibly removed from their lands in Georgia and the Carolinas to designated Indian territory west of the Mississippi.

In 1801 Thomas Jefferson became the third president of the United States. During his first term he sought to acquire full access to the Mississippi River to insure that products from the rich farming regions of the trans-Appalachian west could travel down the river to New Orleans to ships which could carry them to markets on the eastern seaboard. When Jefferson learned of a secret treaty between Spain and France, which returned the Louisiana territory to France, he sent a mission to negotiate with the French for the purchase of New Orleans. Napoleon Bonaparte offered the sale of the entire Louisiana Territory because he needed money to pay French debts and continue his wars of conquest in Europe. Jefferson arranged for the Louisiana Purchase from France in 1803 for $14.5 million, a legendary real estate deal.

Little was known at that time of the land that had been purchased. Jefferson wanted to secure and explore these lands. He was aware of their economic, political, and military significance. Jefferson envisioned using the continental river system for transportation of goods. He also expected to use the resources in the Louisiana Territory to further the economic growth of the new nation. President Jefferson knew that Britain, Spain, and Russia had claims along the Pacific coast of North America and was concerned about the possibility of one of these nations establishing a strong military presence to the west of an expanding United States. Britain was a formal competitor and her domination of the area could lead o serious difficulty. Jefferson saw the need for military security and felt the United States had to establish a presence in the far western territory. It doubled the size of the country, brought valuable resources to the nation, set the stage for expansion to the Pacific coast, and the eventual emergence of the United States as a world power.

Jefferson wanted to know the course of rivers in the Louisiana territory and to obtain detailed records of the Indian peoples who lived in the region. He had a keen interest in the study of nature and wanted thorough records of plants and animals in the newly acquired territory. In 1803, Jefferson obtained authorization from Congress to send a party of men to explore the west. He chose Captain Meriwether Lewis to lead the exploration. Lewis, in turn, selected Lieutenant William Clark to be his co-captain.. In order to prepare Meriwether Lewis to observe, record, and preserve plant, animal, soil, mineral, and fossil specimens, and to make records of climate information, Jefferson sent him to Philadelphia to study with scholars in science and medicine. Jefferson's official instructions for the expedition included directions to inform the Indian Nations that the United States would like to be on friendly terms. Lewis and Clark were also directed to gather and record information about the Indian Nations and determine the possibilities of trade with them. They began an adventure into a vast territory facing possible encounters with hostile Indians as well as constant danger from the elements.

The expedition left Camp Wood, Missouri on May 14, 1804. There were about forty members in their party and they called themselves the "Corps of Discovery." They were mostly soldiers; a few civilians accompanied them including an African American named York and an Indian woman, Sacajawea, who acted as scout and interpreter, and her baby Jean Baptiste. The party had no idea what they would find, but they knew the experience would be difficult. By the time the Corps of Discovery returned home two years after they had set out, they had been given up for dead.

Amazingly, there was only one person who died on the expedition and that was an accidental death due o a ruptured appendix.

Jefferson's hopes were realized. Lewis and Clark discovered, sketched, and described 122 different animals and 178 plants. They gathered information about many American Indians in the region. though they did not find a water route across North America, they did open the west for further exploration, trade, and settlement. Lewis and Clark kept detailed journals and accurate sketches from their expedition for future generations to read. These journals are still a valuable source of information on the history and geography of the American West.

Focus Questions:

1. What was the Louisiana Purchase, and why was it important?
2. Why was there an interest in exploring the new territories?
3. What would it be like to go on an exploration to unknown lands without means of communication?
4. What are some of the discoveries Lewis and Clark made?
5. Who was Sacagawea, and why was she important to the expedition?
6. What land acquisitions did the United States make between 1787 and the mid 1800's, and what were the results?
7. Who are some of the important people associated with the Louisiana Territory and what did they do?
8. How do different points of view of the people and animals on the Lewis and Clark expedition affect their perspective if they were writing about the journey? What would be the most important things to take on an expedition in the wilderness far from settlements? Why?
9. Why was it important for Lewis and Clark to provide complete and accurate information about their journey? What might happen if their directions were misinterpreted?

Sample Vocabulary Used in This Unit

exploration
Northwest Ordinance
Missouri Compromise
Louisiana Purchase
explorers
treaties
territories
wilderness
ordinance
compromise
flora
fauna
Mississippi River
Missouri River

A
Beginning the Topic

Focus Question: What was the Louisiana Purchase, and why was it important?

The Louisiana Purchase was a very important catalyst for the westward movement. The Louisiana Territory not only doubled the size of the country, but also contained many riches such as gold, silver, oil, natural gas, and most enticing to the settlers, large expanses of farming land. Vast areas were unknown and uncharted, beckoning to adventurers to explore them.

Ask students to color and label a map of the Louisiana Territory, major rivers, and the original thirteen states. As the unit progress, have students mark new information on their maps.

Focus Question: Why was there an interest in exploring the new territories?

During the late 1700's and early 1800's there were explorers who charted the newly acquired territories and brought back information about the lands beyond the thirteen states' borders. This made it easier for settlers to know what to expect, although there were still many surprises awaiting them. Meriwether Lewis and William Clark (1804-1806), and Zebulon Pike (1806-1807) explored territories west of the Mississippi. Pike traveled west and then south into Mexico and Lewis and Clark headed north west following the Missouri and Columbia Rivers. Daniel Boone lead a group of pioneer settlers through the Cumberland Gap into Kentucky in 1775.

Focus Question: What would it be like to go on an exploration to unknown lands without means of communication?

To help students understand what it was like to be on the Lewis and Clark expedition, use vivid descriptions and illustrations of the journey from sources such as "The Lewis and Clark Expedition, 1804-1806" in Cobblestone (September, 1980); The Incredible Journey of Lewis and Clark; or the superbly illustrated Lewis and Clark (see "Resources for the Sample Topic" for additional information on these references).

Provide some excepts of Lewis' diary. The Brown Paper School USKids History: Book of the New American Nation (pages 37-39) has an easy to read excerpt of passages from Lewis' expansive diary (see "Resources for the Sample Topic" for additional information on these references). Read aloud diary entries about the expedition and show the students photographs and sketches from selected books. Provide resources that students can use independently to research the expedition.

Focus Question: What are some of the discoveries Lewis and Clark made?

Have students look up information and take notes about the findings of the expedition. This can be done independently or in cooperative groups. Assign students to research the American Indians

who lived along the route that Lewis and Clark took, or the types of vegetation, wildlife, climate, or terrain that existed in the areas they explored.

Students should mark the route of Lewis' and Clark's expedition on the maps they begun at the beginning of the unit.

On a large bulletin board have students create a map showing the route Lewis and Clark took. As students find out information about the country in which Lewis and Clark traveled, have them make labeled drawings that they can either place on the location or if there is no room, around the edges of the map. They can connect the drawing to its location on the map with thumb tacks and string.

Ask students to write letters to President Jefferson from the perspective of one of the explorers describing what they had seen and where they traveled.

Focus Question: Who was Sacagawea, and why was she important to the expedition?

Sacagawea, a Shosone woman, was the guide for the expedition. Her story personalizes the sad circumstances in which many of the American Indians found themselves as they came in contact with the white settlers.

Have students read stories about Sacagawea. Ask them to write poems that depict her life. If students aren't comfortable writing poetry, poetic forms based on syllables per line such as the cinquain (2/ 4/ 6/ 8/ 2 pattern), tanka (5/ 7/ 5/ 7/ 7 pattern), or haiku (5/ 7/ 5 pattern) provide structure that enables most students to have successful experiences.

B
Developing the Topic

Focus Question: What land acquisitions did the United States make between 1787 and the mid 1800's, and what were the results?

A time line of the acquisition of land and the creation of states between 1787 and the mid 1800's would help students understand the progression of events in this time of expansion and exploration. Divide students into groups and assign them one of the following land acquisitions that significantly increased land available for settlement: Northwest Ordinance (1787), Louisiana Purchase (1803), Missouri Compromise (1820).

Ask students to research their assigned area and report their findings to the class.

Have students add the land acquisitions to their maps, as well as the new states that were admitted: Vermont (1791), Louisiana (1812), Indiana (1816), Mississippi (1817), Alabama (1819), and Maine (1820).

C
Culminating the Topic

Focus Question: Who are some of the important people associated with the Louisiana Territory and what did they do?

Have students prepare biographical reports on important people associated with the Louisiana Territory, such as Napoleon Bonaparte, William Clark, Thomas Jefferson, Meriwether Lewis, and Sacajawea. Ask: Why might those people be considered heroes or heroines? The biographies can then be compiled in a class book reflecting outstanding character traits of the persons under investigation.

Focus Question: How do different points of view of the people and animals on the Lewis and Clark expedition affect their perspective if they were writing about the journey?

York, the slave of Captain William Clark, Sacajawea, Lewis, Clark and the other explorers had different perspectives of the journey. Even Lewis' dog, Seaman might be used to show a different perspective of the journey. Have students take different members of the expedition and look at their journey from their unique perspective. Ask students to write a brief account from the perspective of one of the travelers (see Sacajawea: Indian Interpreter to Lewis and Clark, My Name Is York, Ballad of Seaman: Dog of the Lewis and Clark Expedition in Resources for Sample Topic).

Focus Question: What would be the most important things to take on an expedition in the wilderness far from settlements? Why?

Have students create a list of things they would take on an expedition and explain why they made those choices. Then ask them to compare their lists with the supplies taken on the Lewis and Clark expedition. Refer students to The Incredible Journey of Lewis and Clark or the Brown Paper School USKids History: Book of the New American Nation, pages 37-39 (see "Resources for the Sample Topic").

To engage students further in the topic, simulate the Lewis and Clark expedition in an outdoor activity. Have students pretend that they are members of the Corps of Discovery. Read to the class President Jefferson's instructions to Meriwether Lewis (see Appendix VI-1), explaining the meaning of words not in the students' vocabulary. Discuss the purposes of the expedition. How thorough were Jefferson's instructions? In what way do the instructions given to Meriwether Lewis indicate the main purpose of the expedition?

Assign students a homework activity. Ask students to walk a path near their home, measure a part of it, and determine the direction of travel by using a compass or point of reference. Students should make several turns and note the change in direction each time.

Have students draw a map showing the terrain along the path they walked. In addition, they should sketch, measure, and describe typical plants they found in the area and describe animals they may have encountered. (Note: They should keep in mind that those who will be reading their descriptions are unaware of what is being described.)

Focus Question: Why was it important for Lewis and Clark to provide complete and accurate information about their journey? What might happen if their directions were misinterpreted?

On returning to the classroom, have the groups exchange their maps and descriptions of flora and fauna. Ask: How helpful were the maps and descriptions? What areas were explored? What are the plants described? How difficult is it to describe accurately an unfamiliar object? How important was it for Lewis and Clark to provide complete and accurate information about their journey?

For a more elaborate simulated journey, refer to "The Lewis and Clark Expedition, 1804-1806," Cobblestone (September, 1980).

Have students work in groups to write and perform different skits or dramatizations about the Lewis and Clark expedition using the information that they have compiled.

Extended and Correlated Activities

Many artists have painted vivid scenes of the westward movement. For example, students can research and study the life and works of George Caleb Bingham, whose painting "Daniel Boone Escorting Settlers Through the Cumberland Gap." Bingham grew up in Missouri on the banks off the Mississippi River and personality knew explorers, mountain people, fur trappers, and traders. He was introduced to the world of art when he was lucky enough to watch an artist paint a portrait of Daniel Boone. Bingham's paintings depict excitement, danger, and adventure in much the same way that Mark Twain did in his stories of Tom Sawyer and Huckleberry Finn.

As can be seen in "Daniel Boone Escorting Settlers Through the Cumberland Gap," Bingham's close attention to detail results in an accurate portrayal of the migrating settlers. For example, the clothes worn by the frontiersmen are typical of that period: a loose hunting shirt, pants, and moccasins made of deerskin. Attached to a leather belt worn on the outside of the shirt are a hunting knife, gun powder, a horn, and a bullet pouch.

Through his use of light and shadow, Bingham directs our attention to the people in the painting and conveys the drama of their passage through this narrow, dark gap. We can see that it was not a new trail, that it was, in fact, an Indian trail that was the most feasible passage over the Appalachian.

Other Bingham paintings that will enhance students' understanding of the events covered in this unit include "The Concealed Enemy," "Fur Traders Descending the Missouri," "Watching the Cargo," and "The County Election." Scenes of the westward migration were also painted by Albert Bierstadt, Thomas Moran, George Catlin, Charles Russell, and Frederic Remington. An excellent source for information about Bingham is the March 1990, Smithsonian, Vol.20, No. 12, pages 42-55.

Resources for the Sample Topic

Anderson, Joan. *Pioneer Children of Appalachia*. Photographs by George Ancona. New York: Clarion Books, 1990. This book of photographs is helpful in studying the cultural life of the pioneer.

Ambrose, Stephen E. *Undaunted Courage: Meriwether Læwis, Thomas Jefferson, and the Opening of the American West*. New York: Simon and Schuster, 1995. This recent history of the Corps of Discovery is recommended as teacher background reading. Ambrose explores many of the mysteries surrounding the expedition that have been neglected in other accounts.

Asikinack, Bill and Kate Scarborough. *Exploration Into North America*. 1996. Parsippany, New Jersey: New Discovery Books. This book is filled with pictures and photographs as well as informative text about the exploration, history and cultures of North America from he first Native Indian explorers to the European explorers and their impact on the lives of the Native Americans.

Baranzini, Marlene Smith and Howard Egger-Bovet, illustrated by T. Taylor Bruce. *Brown Paper School. USKids History: Book of the New American Nation*. 1995. Covelo, California: Yolla Bolly Press. Stories about the beginning of a new American nation, including exploration of the west and westward movement are included.

Blumberg, Rhoda. *The Incredible Journey of Lewis and Clark*. New York: William Morrow, 1995. This book provides a good description of the Lewis and Clark expedition. It contains black-and-white drawings, maps, and copies of sketches from the original journals.

Bohner, Charles. *Bold Journey: West with Lewis and Clark*. Boston: Houghton Mifflin, 1985. This fictionalized account of the expedition is told by Private Hugh McNeal.

Bramstedt, Christine. *Ballad of Seaman: Dog of the Lewis and Clark Expedition*. Alton, Ill.: Stimark Publications, 1988. This 23-page book tells the story of the expedition through the exploits of Meriwether Lewis's dog Seaman. It is written in rhyme and has an accompanying melody. It is available from Stimark Publications, 2322 Briar Cliff, Alton, IL 62002.

Brown, Marion March. *Sacajawea: Indian Interpreter to Lewis and Clark*. Chicago: Children's Press, 1988. This well-written book portrays the life of the American Indian interpreter and guide who accompanied Lewis and Clark. Although out of print, this resource can be found in most public libraries.

The Cobblestone American History CD-ROM. 1980-1994. Peterborough, N.H.: Cobblestone Publishing, 1995. This full-text database with a menu-driven search strategy makes for easy retrieval of Cobblestone articles that appeared in issues between 1980 and 1994. Maps, puzzle grids, and diagrams are included. However, illustrations do not appear. Articles and lists of references can be either printed or exported to a disk. A printed index is included with the CD-ROM.

Copeland, Peter. *The Lewis and Clark Expedition Coloring Book*. New York: Dover Publications, 1983. This book makes the story of Lewis and Clark available to students who are not reading at grade level. It can also be used as a resource for pictures for skits. Each picture is accompanied by text. Although out of print, this resource can be found in some public libraries.

Fitz-Gerald, Christine. *Meriwether Lewis and William Clark*. Chicago: Children's Press, 1991. Part of the World's Great Explorers Series, this volume describes the journey of Lewis and Clark from St. Louis to the Pacific. Included are historical drawings, a timeline of events in the explorers' lifetimes, and a bibliography.

*Hatch, Linda. Lewis and Clark: *Pathways of America*. Columbus, Ohio: Good Apple, 1994. Using extensive quotations from the journals, the author relates memorable stories of the expedition and provides good background information. It also includes open-ended activities to promote student participation in learning about the journey.

*Kroll, Steven. *Lewis and Clark*. New York: Holiday House, 1994. An excellent, easy-to-read book for students. The color illustrations make it accessible for students receiving sheltered-English instruction and for students reading below grade level.

Lewis and Clark. *American Journals Series*. Micro Media, 1993. Macintosh Software. This software program is based on the Journals of Lewis and Clark. Students can click on a date and read the journal entry for that day. The program includes maps and portraits. Based on HyperCard, the program provides teachers with opportunities to extend or modify the program for student use. Originally designated for grades seven or higher, the software program may be used by the more capable fifth-grade students.

The Lewis and Clark Expedition. VHS, color, 20 minutes. United Learning, 1992. This video program combines location footage, archival illustrations, and historical reenactments. It includes many quotes from the journals of Lewis and Clark.

**"The Lewis and Clark Expedition, 1804-1806," *Cobblestone* (September, 1980). This issue of Cobblestone is devoted to the Lewis and Clark expedition. It contains readable articles and illustrations as well as excellent teaching ideas.

Lewis and Clark Stayed Home. MECC, 1991. Apple Software. This computer software program (Apple 5.25" and 3.5" disks) lets students assume the role of leading the expedition as if they has been chosen by President Jefferson. Students are challenged to fulfill the basic goals of the mission: explore and map the Louisiana territory, collect specimens of plant and animal life, establish friendly relations with the Indians, and attempt to find a water route to the Pacific.

Lewis, Meriwether, and William Clark. *The Journals of Lewis and Clark*. Various publishers. Many libraries have one or more of the volumes containing the work of the two scouts from their great two-year journey. New American Library issues a handy paperback edition edited by John Bakeless (1964). Houghton Mifflin publishes Bernard De Voto's edition (1973).

O'Dell, Scott. *Streams to the River, River to the Sea*. New York: Fawcett Book Group, 1987. This fictionalized version of the Meriwether Lewis and William Clark expedition is told by Sacajawea. The author achieves a nice integration of geography and history.

Paths to Freedom: The Young Republic. Chicago: Encyclopaedia Britannica, 1996. This integrated, multimedia-based curriculum contains four CD-ROMs, a videodisc and barcode guide, a teacher preparation video, and a teacher's guide. The program includes a selection of primary-source materials, maps, overviews, topic articles, biographies, and a recording capability for classroom presentations. The unit provides multiple language options for English, Spanish, and sheltered-English instruction, glossaries of historical terms, parallel English and Spanish audio tracks on the videodiscs, and bilingual pronunciation guides on the CD-ROM.

Phelan, Mary K. *The Story of the Louisiana Purchase*. New York: Harper and Row, 1979. The narrative can be easily managed by most fifth graders. The topic is typically interesting to students and vital to this unit. Although out of print, the book is worth seeking through libraries since it is one of only a few works about the Louisiana Purchase written for juvenile readers.

Stefoff, Rebecca. *Lewis and Clark*. New York: Chelsea House Publications, 1992. The simple text and pictures in this book describe the Lewis and Clark expedition that President Jefferson authorized to explore the Northwest.

Van Steenwyk, Elizabeth. *My Name Is York*. Illustrated by Bill Farnsworth. Flagstaff, Ariz.: Northland, 1997. York, the slave of Captain William Clark, describes the journey he makes with the Corps of Discovery into the uncharted territory of the American West to find a waterway passage to the Pacific Ocean. York has his own dream-to obtain his freedom. This book can be used as a basis for discussing bias, friendship, and ethical issues.

"We Proceeded On": The Expedition of Lewis and Clark. VHS, color, 32 minutes. Kaw Valley Films, 1991. This video combines a dramatic reconstruction of the journey with excerpts from Lewis's journal. The program includes the crucial roles that York and Sacajawea played in the expedition.

Resources for Other Topics

The American Reader: Words That Moved a Nation. Edited by Diane Ravitch. New York: HarperCollins, 1990. This extraordinary collection of primary sources includes words of songs of the time and historical information on each in the chapter titled "Antebellum America: Reform and Expansion."

The American Song Treasury: One Hundred Favorites. Edited by Theodore Raph. New York: Dover Publications, 1986. This paperback is useful in more than one unit of study in the fifth grade.
Barry, Ada Loomis. Yunini's Story of the Trail of Tears. New York: AMS Press (reprint of the 1932 edition). This teacher resource includes conversations with American Indians who survived the Trail of Tears.

Bealer, Alex. *Only the Names Remain: The Cherokees and the Trail of Tears*. Boston: Little, Brown, 1996. This book tells the dramatic story of the exile of the Cherokees and their subsequent march from their homeland in Georgia to Indian territory in Arkansas and Oklahoma in 1837-38.

Blos, Joan. *Brothers of the Heart*. New York: Macmillan Publishing, 1993. This work of historical fiction centers on a boy in the Old West in 1837-38. For contrast see the author's A Gathering of Days: A New England Girl's Journal, 1830-32 (New York: Macmillan Publishing, 1982).

Bowman, James C. *Mike Fink, Snapping Turtle of the O-hi-O, Snag of the Massassip*. Boston: Little, Brown, 1957. This book provides a source of tall tales for teachers to share with students. Some of Bowman's other works center on Paul Bunyan, Pecos Bill, and John Henry. Although out of print, this resource can be found in most public libraries.

Brandt, Keith. *Abe Lincoln: The Young Years*. Mahwah, N.J.: Troll Associates, 1982. As a frontier child young Abe Lincoln was more interested in book learning than in farming. The story of Lincoln's childhood is easy for fifth grade students to read.

Brill, Marlene Targ. *The Trail of Tears: The Cherokee Journey from Home*. Highland Park, N.J.: Mill Brook Press, 1995. The author portrays dramatically the loss of Cherokee lands in the Southeast and the removal of the Cherokees to Oklahoma in the 1830s.

Chambers, Catherine E. *Flatboats on the Ohio: Westward Bound*. Mahwah, N.J.: Troll Associates, 1984. This easy-to-read account of settlers moving westward is accessible for ESL students.

Collins, James. *Exploring the American West. Danbury, Conn.: Franklin Watts*. 1989. The author provides a brief look at the exploits of Daniel Boone, Lewis and Clark, Robert Stuart, Jedediah Smith, Joseph Reddeford Walker, and John C. Frémont.

Cornelius, James. *The English Americans*. New York: Chelsea House Publications, 1990. One of the publisher's People of North America Series, this text and its companion volumes are best used as teacher resources at the fifth-grade level. Others in the series that are applicable for this unit are Anne Galicich, The German Americans (1990); Peter Guttmacher, The Scotch-Irish Americans (1988); and James Watt, The Irish Americans (1989). The illustrations can be easily shared with students.

Dallin, Leo, and Lynn Dallin. *Heritage Songster*. Dubuque, Iowa: William C. Brown Publishers, 1980. Many popular songs of the period 1789-1850 are included, such as "Billy Boy," "Down in the Valley," "Shenandoah," and "On Top of Old Smokey."

D'Aulaire, Ingri, and Edgar D'Aulaire. *Abraham Lincoln*. New York: Doubleday, 1987. This Caldecott Medal winner is a well-written biography suitable for students to read independently or for teachers to read aloud to the class.

"The Erie Canal." *Cobblestone* (October, 1982). Back issues of this history magazine for young readers can be ordered from the publisher. This issue contains the history of the canal, stories of life on the canal, and the song "Low Bridge, Everybody Down."

Fleischer, Jane. *Tecumseh: Shawnee War Chief.* Mahwah, N.J.: Troll Associates, 1979. This biography of a great Indian chief who attempted to unite Indians in one mighty nation in the early 1800s is suitable for student reading.

Freedman, Russell. *Indian Chiefs*. New York: Holiday House, 1987. This work presents accounts of six chiefs who led their people at critical times. See also Lincoln: A Photobiography (New York: Ticknor and Fields, 1989), by the same author. Both books are also useful in later units.

Giblin, James Cross. *Thomas Jefferson: A Picture Book Biography*. Illustrated by Michael Dooling. New York: Scholastic, 1994. Although heralded as a picture book, this short but well-presented portrait examines the many-faceted character of Thomas Jefferson during his long career in public life. The book concludes with a number of short quotations from Jefferson's letters and an essay on Monticello, Jefferson's beloved residence in the mountains of western Virginia.

Harness, Cheryl. *Young Abraham Lincoln: The Frontier Days, 1809-1837*. Washington, D.C.: National Geographic Society, 1996. This is a picture-book biography of Lincoln's life on the frontier in the early 1800s. The Amazing Impossible Erie Canal (Macmillan Books for Young Readers, 1995), by the same author, is a beautifully illustrated book bringing together history, science, and mathematics to tell the story of the Erie Canal.

Henry, Joanne Landers. *A Clearing in the Forest: A Story About a Real Settler Boy*. New York: Four Winds Press, 1992. This story of nine-year-old Elijah, based on the life of a real Indiana frontier family, is suitable for student reading.

Hoyt-Goldsmith, Diane. *Cherokee Summer*. Illustrated by Lawrence Migdale. New York: Holiday House, 1993. In this story ten-year-old Bridget shares her personal history and tells the story of the Cherokee tribe and its journey, known as the Trail of Tears, from the Southeast. Beautiful color photographs enhance the narrative.

Immell, Myra H., and William Immell. *Tecumseh*. San Diego: Lucent Books, 1997. Shawnee Chief Tecumseh, the authors relate, was devoted to his people and dedicated to preserving the Indian way of life.

Isaacs, Anne. *Swamp Angel*. New York: Dutton's Children's Books. Along with other amazing feats, Angelica Longrider, also known as the Swamp Angel, wrestles a huge bear to save the winter supplies of Tennessee settlers.

Kurelek, William, and Margaret S. Engelhart. *They Sought a New World: The Story of European Immigration to North America*. Plattsburgh, N.Y.: Tundra Books of Northern New York, 1985. The authors call themselves historical painters, weaving together words and painting to present the story.

Life in Early America. Classic American Readers Series. Edited by Jeanne S. Chall. Kansas City, Mo.: Andrews and McMeel, 1994. This little paperback book offers children a cluster of fiction and nonfiction stories that reflect the heart of our cultural heritage. Culled from old readers, the stories

can be read by many fifth graders and can be used in English-language arts and history-social science classes.

McCully, Emily Arnold. *The Bobbin Girl*. New York: Dial Books for Young Readers, 1996. Although fictional, the story of ten-year-old Rebecca Putney is based on the memoirs of a Lowell, Massachusetts, mill girl of the 1830s.

McNeese, Tim. *From Trails to Turnpikes. Americans on the Move Series*. New York: Crestwood House, 1993. This book traces the history of American roads, from the early paths created by the buffalo and American Indians to today's streets and highways. From Trails to Turnpikes includes sections on the Wilderness Road, trails in the far west, and stagecoach lines.

Oppenheim, Joanne. *Osceola, Seminole Warrior*. Mahwah, N.J.: Troll Associates, 1979. This book is an easy-to-read biography of Osceola. Another in the Troll series, Sequoyah: Cherokee Hero, by the same author, is a story of a noted leader who developed a written alphabet for the Cherokee language.

Osborne, Mary Pope. *American Tall Tales*. New York: Alfred A. Knopf, 1991. This collection of nine tall tales has illustrations of wood engravings by Michael McCurdy. The author provides historical notes with each tale and includes an excellent bibliography.

Pioneer America. The American Girls Collection. Middleton, Wis.: Pleasant Company Publications, n.d. Through the stories of Kirsten Larson, students learn of the experiences of pioneers who came to a new land full of promise. The six books in the series tell aspects of the emigration of Kirsten's family from Sweden to the Minnesota Territory and Kirsten's experiences on the American frontier in the 1850s.

The Road West. Washington, D.C.: National Archives and Records Administration, 1993. This resource introduces students to the study of maps, the work of cartographers, and the westward movement. This collection includes full-scale facsimiles and analysis worksheets for seven sections of the Oregon Trail as surveyed by John C. Frémont and mapped by Charles Preuss.

Sandburg, Carl. *Abe Lincoln Grows Up*. San Diego: Harcourt Brace Jovanovich, 1975. This definitive portrait of Lincoln as a boy is a classic.

San Souci, Robert D. *Cut from the Same Cloth: American Women of Myth, Legend, and Tall Tale*. New York: Philomel Books, 1993. The women in these stories are tricky, sweet-talking, brave, and strong protagonists from different ethnic backgrounds.

Scott, John. *The Ballad of America: The History of the United States in Song and Story*. Carbondale: Southern Illinois University Press, 1983. The history of the United States, presented through a study of songs and stories of various periods, is recommend as a teacher resource. Although out of print, this resource can be found in most public libraries.

Smith-Baranzini, Marlene, and Howard Egger-Bovet. *U.S. Kids History Book of the New American Nation*. Covelo, Calif.: Yolla Bolley Press, 1995. This activity book of American history contains games, stories, maps, and projects. It covers pioneer life, the settling of the West, and other topics.

Stoutenburg, Adrien. *American Tall Tales*. New York: Penguin Books, 1976. Most of the common characters from tall tales are present in this easily read book.

Turner, Ann. *Mississippi Mud: Three Prairie Journals*. Illustrated by Robert J. Blake. New York: HarperCollins, 1997. Three children-Amanda, Caleb, and Lonnie-write poetically in their journals about their travels from Kentucky to Oregon. Readers experience the journey from three different perspectives.

Walker, Paul Robert. *Big Men, Big Country*. San Diego: Harcourt Brace Jovanovich, 1993. This collection of American tall tales features nine legendary figures, including Pecos Bill, John Henry, Paul Bunyan, Old Stormalong, and Davy Crockett.

Yee, Paul. *Tales from Gold Mountain*. New York: Macmillan Publishing, 1989. The author has created eight original stories that combine the adventure of frontier life with the rich traditions of Chinese immigrants. The stories are based on the history of the Chinese during the Gold Rush, the building of the transcontinental railroad, and the settling of the West.

Visual and Performing Arts Resources

Go in and out the Window: *An Illustrated Songbook for Young People*. Compiled by Metropolitan Museum of Art staff. Music arranged by Dan Fox. Commentary by Claude Marks. This is a beautifully illustrated collection of 61 classic songs, each with a short commentary that links the song to an art treasure in the Metropolitan Museum of Art. Each tune is easy to play and suitable for piano, guitar, violin or recorder. There is also a fingering chart for guitar chords.

Hand in Hand: An American History Through Poetry. Collected by Lee Bennett Hopkins. Illustrated by Peter M. Fiore. New York: Simon and Schuster, 1994. This unique perspective of events in American history helps students understand the American experience through poetry. An original painting or sketch by artist Peter Fiore accompanies each of the poems, which are compiled according to chronological periods in American history. This is a good classroom resource book.

Tippecanoe and Tyler Too. Audio-Forum. 96 Broad Street, Guilford, CT 06437-2612. This compact disk of mid-nineteenth century American political music, performed on period instruments, includes political band music, dances, songs, and ditties intended to fire the political passions of crowds.

Traugh, Steven. *The Young Nation Through the Civil War*. Vol. II of the Voices of American History Series. Cypress, Calif.: Creative Teaching Press, 1994. This volume consists of two cassettes and an activity booklet. The first cassette provides orchestrated songs and narrative for sing-alongs; the second cassette gives instrumental arrangements for performances and background music; and the booklet sets the stage for exploring America's past through song. This volume

presents the nuances of everyday life, using patriotic songs and narratives adapted from original sources.

Young, Alfred F., and Fife, Terry J. *We the People: Voices and Images of the New Nation.* Philadelphia: Temple University Press, 1993. Based on the Chicago Historical Society's permanent exhibition We the People: Creating a New Nation, 1765-1820, this well-illustrated catalogue provides insights into the arts, crafts, and songs of the New Republic.

Appendix VIII-1

President Jefferson's Instructions to Meriwether Lewis

The object of your mission is to explore the Missouri River and such principal stream of it as, by its course and communication with the water of the Pacific Ocean, may offer the most direct and practicable water communication across this continent for the purposes of commerce.

Beginning at the mouth of the Missouri, you will take observations of latitude and longitude at all remarkable points on the river and especially at the mouths of rivers, at rapids, at islands, and other places and objects distinguished by such natural marks and characters of a durable kind, as that they may with certainty be recognized hereafter. . . .

Your observations are to be taken with great pains and accuracy, to be entered distinctly and intelligibly for others as well as yourself to comprehend all the elements necessary. . . . Several copies of these, as well as of your other notes, should be made at leisure times and put into the care of the most trustworthy of your attendants, to guard . . . against the accidental losses to which they will be exposed. A further guard would be that one of these copies be written on the paper of the birch, as less liable to injury from damp than common paper. . . .

You will . . . endeavor to make yourself acquainted . . . with the names of the [Indian] nations and their numbers; the extent and limits of their possessions; their relations with other tribes or nations; their language, traditions, monuments; their ordinary occupations in agriculture, fishing, hunting, war, arts, and the implements of these; their food, clothing, and domestic accommodations; the diseases prevalent among them, and the remedies they use; . . . peculiarities in their laws, . . . and articles of commerce. . . .

Other objects worthy of notice will be the soil and face of the country; its growth and vegetable productions, especially those not of the U.S.; the animals of the country generally, and especially those not known in the U.S.; the remains and accounts of any which may be deemed rare or extinct; the mineral productions of every kind; salines and mineral waters, noting the temperature of the last. . . ; volcanic appearances; climate as characterized by the thermometer, by the proportion of rainy, cloudy, and clear days, by lightning, hail, snow, ice, . . . by the winds prevailing at different seasons; the dates at which particular plants put forth or lose their flowers or leaf; times of appearance of particular birds, reptiles, or insects.

Should you find it safe to return by the way you go, . . . do so making such observations on your return as may serve to supply, correct, or confirm those made on your outward journey. . . .

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